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AUTHOR	Oldroyd, David
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ABSTRACT

Members of a subgroup of the European Training Foundation's Advisory Forum were surveyed regarding their perceptions of problems and priorities relating to initial and inservice vocational teacher and trainer training and innovation in the European Union (EU). Advisory Forum members from 10 EU countries completed the questionnaire. Priorities identified included the following: (1) a coherent national-level policy on vocational teacher and trainer training that is coordinated at the regional, local, and institutional levels; (2) continuing investment and technical assistance by EU and other external sources; (3) caution in adopting innovations uncritically; (4) national teacher and trainer training networks; and (5) greater involvement of social partners. Innovations were identified in the following nine specific areas: (1) legislation and governance; (2) restructuring of the system; (3) finance; (4) accountability and involvement of social partners; (5) leadership and institutional development; (6) development of teacher and trainer trainers; (7) curriculum and methods; (8) assessment, credits, and qualifications; and (9) technology. (A checklist for innovators in vocational teacher and trainer training is included. Appended are the following: survey questionnaire; list of innovations submitted by respondent; classification of selected innovations identified; synthesis of strategies used in the innovations; and terms of reference.) (MN)

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European Training Foundation

Advisory Forum
Subgroup D

"INNOVATIVE PRACTICE IN TEACHER AND TRAINER TRAINING IN VOCATIONAL EDUCATION AND TRAINING"

Report

David Oldroyd, D3 Development Consultants (UK-Poland)

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1. INTRODUCTION

1.1. The Survey

This report is based on a survey conducted among the members of the European Training Foundation's Advisory Forum Subgoup D about Innovative Practices in vocational teacher and trainer training. The survey has the following aims:

1. to identify examples of innovations in initial and in-service vocational teacher and trainer training in EU, Phare and Tacis countries
2. to collect Advisory Forum members' perceptions of problems and priorities relating to vocational teacher and trainer training
3. to report on and disseminate conclusions relating to innovation in vocational teacher and trainer training
4. to inform the Work Programme of European Training Foundation in which the development of teacher and trainer training is a priority.

Phase 1 – Review of literature, construction and administration of questionnaire

The European Training Foundation has commissioned a number of reports that provided background information on vocational teacher and trainer training in Phare countries, in particular the National Observatory Country Reports on teacher and trainer training. Additional sources were reports of individual Phare and Tacis vocational education and training Reform projects and bi-lateral projects. An open-ended questionnaire was developed and distributed to a sample of Advisory Forum members. A copy of the original questionnaire is reproduced in Annex 1.

Phase 2 – Production of report and consultation with Advisory Forum Subgoup D

The first draft of the report incorporated evidence provided by questionnaires completed by Advisory Forum members during February 1999. Ten countries (*EU* – Belgium, Ireland, Spain; Sweden; *Phare* – Bulgaria, Latvia, Romania, Slovenia; *Tacis* – Belarus) responded to the questionnaire. The first draft was submitted to members of Subgoup D at a meeting in Bucharest on 29.3.1999 and amended as a result of their feedback and augmented with further material arising from the discussions of working groups at the meeting in Bucharest. The final draft incorporated feedback from Subgoup chairpersons and European Training Foundation staff at a meeting in June 1999.

1.2. The implementers of teacher and trainer training innovations

Innovation involves changing the way people think, feel and act. Institution and systems can only change if the people within them do so. There are a number of key actors who implement innovation in teacher and trainer training. They have various roles and terminology varies between countries. The following categories are based on the Lithuanian National Observatory Report on teacher and trainer training. They relate the managers of vocational education and training institutions, the trainers of teachers and trainers and to the teachers and trainers who implement the innovations featured in this report:

- **managers** in all levels of institutions of vocational training;
- **vocational college and university lecturers** belonging to further levels of vocational education;
- **vocational school teachers** belonging to first level vocational education, some of whom become trainers of other teachers;
- **instructors** (trainers), working in enterprises and public organisations;
- **vocational trainers** in the labour market centres for re-qualification.

Figure 1 sets out the main levels of institutions and personnel in vocational teacher and trainer training. There are three levels of personnel. The trainers of teachers and trainers (I - TTTs) can be seen as ***meta-trainers*** who train teachers and trainers. It is at this level that teachers and trainers receive their qualifications. The second level (II - TTs) are the vocational teachers and trainers. They, in turn, train the students and employees (III - Trainees) who enter or are already in the Labour Market. The categories of teacher trainer and teacher are not always separate. There are a number of examples of innovations that train vocational teachers and trainers as trainers or ***'multiplicators'*** who become trainers of other teachers and trainers while retaining their jobs at level II.

Education (broader theoretical learning) and training (acquisition of skills) of both teachers/trainers and students/employees is carried out in two levels of institutions (A and B). The leaders of these institutions have a key role to play in supporting innovation in the teacher and trainer training programmes. Their task is to create the appropriate conditions for innovation in the work of vocational education and training trainers of teachers and trainers. As the 1998 European Training Foundation Advisory Subgoup A Report explained:

> *'Management traditions within vocational education and training institutions do not provide an ideal environment for innovation. There is a lack of an active human resource management for teaching staff; performance related financial incentives for quality and innovation and continued training and updating for teachers to bring them into direct contact with the world of work leading to the insufficient application of innovation' (page 9)*

Figure 1: The vocational teacher and trainer training system

INSTITUTIONS AND LEADERS			TRAINING AND TRAINEE ROLES		
A	Universities, Projects	Rectors, Deans, Project Directors	I - TTTs	Trainers of teachers	Trainers of trainers
B	Schools and Training Centres	School and Training Centre Managers	II – TTs	Teachers of students	Trainers of employees
			III - Trainees	Vocational education and training Students	Employees
Labour Market and World of Work					

Levels A and I are a major point of leverage for improving the vocational education and training system as a whole. They can be temporary institutions such as Phare or Tacis projects, or permanent parts of national systems. It is important for temporary projects to find a permanent institutional base where the innovations they initiate can be sustained. Two mixed but useful metaphors emphasise the importance of investing at the meta-training level. ***'Seedcorn investment'*** in the improvement of institutions, staff and programmes for training and upgrading teachers and trainers can lead to a multiplication effect throughout the system. Innovations at levels A and I spread to schools, training centres and the workplace by diffusion described as the ***'cascade model'***. Innovations in vocational teacher and trainer training must accompany and be related to, innovations in vocational education and training legislation, standards, curriculum and assessment.

teacher and trainer training is broadly divided into what is provided *before* and *during* employment as a teacher or trainer. Terminology is set out in the following diagram.

Figure 2: Two levels of teacher and trainer training

Development of / Development in	Vocational education and training Teachers	Vocational education and training Trainers
Pre-service or initial education and training		
Continuing Professional Development (CPD) or In-service Education and Training		

teacher and trainer training has a considerable range of personnel in a variety of institutions. vocational education and training teachers are initially trained primarily in university courses. In many countries vocational teacher and trainer training courses are undifferentiated from courses for teachers in the general education system. Once in-service, their training can continue in projects, training centres, within their own schools or through distance learning. Trainers primarily receive their training through government projects or agencies and training centres, as well as on-the-job.

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1.3. The need for innovation in vocational teacher and trainer training

In the past, innovation in vocational teacher and trainer training has not been given a high priority in many countries at either system or institutional levels. Vocational teacher and trainer training is increasingly a concern of all EU member countries as labour market demands change in transforming economies. It has often occupied second place to the reform of general teacher education. Partner countries have had little time to reform their systems and practices of teacher and trainer preparation and upgrading. An extract from the Romanian response to the survey that examines teacher and trainer training within the Phare vocational education and training reform in that country is indicative:

> *'The teacher and trainer training innovation is much slower than the other components. The whole process of change is blocked by the 'old mentalities' barrier (values, habits, image). The vocational teacher and trainer training concept is extremely recent, even not accepted by the teacher and trainer training institutions. Except for the Phare vocational education and training programme... no other teacher and trainer training institution (university or centre) has so far perceived the need to develop a distinctive updated methodology for vocational teacher and trainer training'*

The absence of a separate vocational education and training-oriented teacher and trainer training system is pointed to in many of the National Observatory Reports on teacher and trainer training from central Europe as a barrier to progress in implementing reform. There is widespread concern to bring the status of vocational teacher and trainer training into line with that of general education. Vocational education and training is set apart from general education by additional demands placed on it of which the following needs suggest special treatment of vocational teacher and trainer training:

- incorporation of social partners into many aspects of vocational education and training;
- the integration of training and workplace learning;
- continuous adjustment to labour market developments;
- transparency and 'Europeanisation' of qualifications and international mobility;
- special didactics relating to the huge range of practical skills across many professions.

The following extract from the National Observatory Report on vocational teacher and trainer training in Hungary is typical.

> ***The current position of vocational teacher training***
>
> *In the area of vocational teacher training the following tasks arising from the training requirement system are being worked on:*
>
> - *improvement of training programmes,*
> - *definition of new areas of teacher training, development of the contents thereof,*
> - *further development and introduction of the already started module and credit system,*
> - *strengthening of the relations with the labour market,*
> - *improvement of the standards of teaching and of the learning environment,*
> - *institutional integration,*
> - *elaboration of details for vocational teacher further training,*
> - *elaboration of the compatibility of various training forms, of the conditions of a hierarchy of studies,*
> - *training and further training of vocational trainers working in practical training.*
>
> ***Themes that receive little attention although they should deserve more***
>
> - *vocational training of adults and special pedagogical/methodological tasks of re-training*
> - *co-ordination of higher education and local and regional labour market requirements*
> - *co-ordination of vocational training research with vocational teacher training*
> - *organised transfer of research findings on vocational training to institutions involved in vocational teacher training, establishment of data base for vocational teacher training*

The extract indicates the scale of the challenge facing teacher and trainer training. Vocational education and training reforms in Phare and Tacis countries usually start by focusing on legislation, involving social partners, the development of occupational and curriculum standards for 'job families', the development of modular and core curricula and new methods of teaching and assessment. These reforms target directly on the schools and training centres (Levels B and II in Figure 1). The vocational teacher and trainer training sub-system is expected to prepare teachers and trainers to become competent with the 'new paradigm' of learning for vocational education and training students and trainees. The 'new paradigm' emphasises holistic (head, heart and hand), active methods which integrate theory with practice and place responsibility on the student for 'learning how to learn'. This approach attempts to broaden the education of vocational education and training students to encourage their employability in the

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rapidly transforming labour market. It involves a modular curriculum incorporating core skills more relevant to and integrated into the world of enterprise, emphasising flexibility and adaptability, problem-solving, interpersonal skills, team working, a concern for quality and a commitment to life-long learning. Recognition of the needs of the socially excluded is an important element in the broader conception of vocational teacher and trainer training.

Reform and innovation will be required at both system and institutional level for many years. Many factors will influence vocational teacher and trainer training innovation. Some are suggested in the following quotation:

> *Teacher and trainer training providing institutions should be the place to develop wide-range of evaluative and scientific research, to encourage and support theoretical teacher and trainer training discussions, to organise scientific conferences and meetings. It is important to stress that teacher and trainer training should be legitimated in proper legal education regulations. The adequacy of teacher motivating factors, i.e. remuneration, status, occupying positions, is of no less importance.*
>
> National Observatory Report teacher and trainer training in Lithuania, p.33

If the 'new paradigm' of learning for vocational education and training students and workplace-based employees is to be realised, it is obvious that teachers and trainers of these learners will be key actors in bringing about this transformation. These teachers and the trainers themselves need to be taught and trained by trainers of teachers and trainers. Many trainers of teachers and trainers will have had little experience themselves of the changes in the workplace for which the teachers and trainers they are training will be preparing the future generation of vocational education and training students and employees (facilitative management, SMEs, team and project working, quality assurance, continuing self-development, etc.). New teaching and training methods need to be learned by those who have responsibility for teaching the teachers and training the trainers. At the same time, the institutions in which the trainers of teachers and trainers carry out their important role will need to be developed in order to support the new approach to training. It is from the training institutions that the new approach to vocational education and training will be 'cascaded' into schools and workplaces. These institutions are a major point of leverage in the vocational education and training system. It is the intention of European Training Foundation to raise the profile of vocational teacher and trainer training by initiating in Lithuania and Latvia two pilot projects to which Advisory Forum Subgoup D members will continue to offer advice.

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2. EXAMPLES OF INNOVATION IN VOCATIONAL TEACHER AND TRAINER TRAINING

The complexity and variety of teacher and trainer training roles in so many countries necessitates a selective treatment in a report of this kind which draws on data from a limited range of European Training Foundation Advisory Forum members. Perceptions of innovative practice differ from country to country. What is new in some countries will be normal practice in others, therefore the criteria of assessing what is innovative will also differ. The returns to the survey questionnaire are summarised in Annex 2. Selected examples are elaborated and categorised in Annex 3, part A relating to teachers and lecturers, and part B to trainers. Space does not permit fully detailed descriptions of the all the innovations outlined in Annex 3, but some principles and prescriptions relating to innovation in vocational teacher and trainer training will be derived from the cases further elaborated below. Contacts are identified if further information is required.

The innovations in the survey were primarily supported by external financial and technical assistance and the majority related to CPD, only one to pre-service teacher and trainer training. Most were co-ordinated by national agencies. The lack of response from Tacis countries is probably indicative of the underdeveloped state of vocational teacher and trainer training in that region. Before the broader reform of the vocational education and training system in those countries takes shape, the directions for reforming vocational teacher and trainer training are harder to discern. The only innovation initiated at institutional level was the case from Sweden. This may suggest that innovation initiated at institutional level is likely in more developed vocational education and training systems with longer experience of decentralisation and institutional autonomy.

2.1. Sweden – A school-based programme of vocational education and training initial teacher education

In Sweden, vocational education and training and general secondary schools are integrated which encouraged the Stockholm Institute of Education to create a one-year programme that integrated the preparation of vocational education and training and general teachers based in one specific secondary school. One teacher trainer works with one member of the school's staff to lead study groups of about ten students through a number of practical assignments, self-guided and group study modules and each trainee teacher submits a project based on field experience. The role of the teacher trainer is radically altered, requiring them to be skilful tutors and facilitators. This school-based model costs no more than formal college-based programmes. An assessment of impact on student teachers found it prepared them well, encouraged innovation in the host schools although it placed high demands on the teacher trainers and trainees alike. The model is spreading to other Swedish universities.

[Contact - Gunilla Hojlund, Stockholm Institute of Education, Box 34103, 10026 Stockholm, Sweden Fax: + 46 8 737 95 00; e-mail: gunilla.hojlund@lhs.se]

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This innovation illustrates the trend in several countries towards school-based initial training of teachers in which an increasing proportion of training is carried out in the workplace of the school, rather than in the university or college. It is in line with the 'new paradigm', giving greater responsibility to the students for project-based experiential learning. The power of this approach is the way in which teacher trainers 'practise what they preach' by becoming role models for the type of pedagogy the teachers whom they are training are being encouraged to use in the schools once they become qualified teachers.

2.2. Hungary – A school-based 'centre of excellence' network for training

Rapid advances in technology creates a need for frequent updating for many vocational education and training teachers, especially in the field of manufacturing process organisation that requires very expensive high technology equipment unaffordable by individual schools. The Innovation Methodological Centre at the National Institute of Vocational Education with Swiss assistance, started in 1993 to develop and pilot a series of courses eventually installing equipment in five vocational education and training schools designated as Regional Training Centres around which consortia of other schools were grouped. Ten 'multiplicators', two from each centre were trained and became the trainers of teachers from the consortium schools. The courses require team working and project-based learning in addition to the acquisition of up-to-date technical knowledge. The consortia encouraged diffusion of ideas between the schools for modernising teaching approaches. A national co-ordinating centre with a reference laboratory and a capacity for training multiplicators and curriculum development was created in the National Institute. By 1999, after training the teachers to use the new technology, the training of students started in the regional centres. Difficulties have arisen due to the 'brain drain' of newly trained teachers into the manufacturing sector and the ending of external funding in 1998 that reduced the amount of training. The innovation has had a nation-wide effect of raising professional standards in this high technology area and project-based methods with vertical integration of subjects has spread, along with a managerial capacity to implement innovation.

[Contact – Tamas Kopeczi Bocz – National Observatory, 1104 Budapest, Feher ut 10, Hungary. Tel + 36 1 2633240; e-mail: observat@nive.hu]

This innovation employs the 'cascade' or 'multiplicator' approach used in many Phare vocational education and training projects. It is combined with the creation of 'centres of excellence' which are a school-based solution to the problem of investing in expensive high technology for all vocational education and training schools. A capacity for training specialist trainers is developed at national level and the trainers then operate in the regions, disseminating the new techniques by training teachers in the regional centres of excellence around which consortia of schools develop. The use of vocational education and training teachers to train other teachers is an example of the 'practitioner-expert' which is a role that has considerable potential in professional development and is evident in several of the innovations in the survey. Apart from the

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innovation in teacher training, there are spin-offs in the development of networks, curriculum and pedagogy in other teaching areas. But innovators are a marketable commodity and the 'brain drain' phenomenon is an ever-present risk!

2.3. Romania – A project for training trainers of unemployed adults

This project was implemented for 1996-1998 during which modular curricula were developed and 24 trainers prepared to train unemployed adults in the areas of management, construction and textiles. With Danish technical assistance, the modules were designed based on active adult learning principles. They involve diagnosing the pre-existing skills of the learners, receiving feedback from them, reporting on and planning to improve the training and co-operating closely with employers. The Romanian trainers made study visits to Denmark. Since the pilot phase, the experience gained has been used to develop curricula for 20 additional professions to be implemented through the training centres of the National Agency. The absence of official occupational standards and a National register of Training Courses has hindered progress. Nevertheless, the innovation has resulted in the reduction of training costs and an increase in the effectiveness of such courses, including group work, punctuality, dynamic and visual presentations and valuing the contribution of the participants.

[Contact – Gabriela Platon, National Agency for Employment and Vocational Training, Dem I Dobrescu Street, s 6, Bucuresti-Romania. Fax: + 40 131 00 796]

The principles of andragogy (adult learning, building on the existing knowledge and needs of the adult participants) are central to this innovation which combines modular materials development and training to induct trainers to the 'new paradigm'. As in so many of the innovations in the partner countries it is stimulated by study visits and foreign technical assistance. The strength of the example is the National Agency's continuing use of the trainers to expand the training modules and training to additional areas of vocational education and training beyond the duration of the pilot phase.

2.4. Ireland – An Open Learning 'partnership' approach for qualification of vocational education and training Instructors

The National Agency in partnership with two universities has developed a flexible programme of training to 'professionalise' national agency, business and industry instructors. The approach encourages a more flexible trainer role and provides opportunities to earn qualifications at four levels: foundation; certificate; diploma and degree. The content of the programmes focused on four key areas: direct training; design of training; advising and consulting; administration and management. Open learning packages for self-instruction are the main medium of study. Although initial development costs were high, the overall cost is half that of equivalent formal face-to-face training of trainers programmes. The Instructors' Trade Union was involved in the planning and the Universities accredit the

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programmes which is co-ordinated by the Staff Development Department of the National Agency. New ground was broken in the merging of training with education and the technology of open learning. The innovation was based on a long-term strategy stimulated by the shift in the EU to greater flexibility in the conception of vocational education and training training and has taken ten years to implement. Independent evaluation has highlighted the effectiveness of the programme that has reached over 800 National Agency staff members and 2500 other trainers. The approach is seen as relevant for trainers in Europe and for converting onto CD-Rom.

[Contact – Brendan Harpur, FAS, PO Box 456, 27/33 Upper Baggot Street, Dublin 4, Ireland. Fax: + 353 6070 70627; e-mail: brendan.harpur@fas.ie]

Open and distance learning are attractive innovations in teacher and trainer training because of their relatively low cost per trainee and large-scale application. This innovation made good use of social partners and illustrates the potential for partnership between a national agency and higher education institutions. The time scale for the implementation is significant. It points to the need for long-term strategies. A comprehensive curriculum for the vocational education and training trainer is now available for step-by-step credit accumulation, providing incentives for continuing professional development based on a rationalised system of trainer qualifications. Innovations of this sort are likely to become more common with the spread of information and communications technology (ICT).

2.5. Spain and Sweden – Introducing ICT into vocational teacher and trainer training

The capital investment needed to introduce ICT hardware and to develop software is increasingly available in the EU and in many areas of education including vocational teacher and trainer training, learning to use ICT is a major challenge and source of innovation. In Spain, informatics and multi-media technologies have been used to develop a distance learning telematic system for the updating of vocational guidance officers. The system has been made available nation-wide and provides information about the labour market and basic interview techniques with support from 'teletutoring'. In the third year of development, 13 courses were offered to over 300 officers. Although some technical difficulties were encountered and some resistance to the new technology, new layers of the workforce have now been accessed and the role of guidance officer has passes from psychologists to upgraded professional teachers. The experience gained with telematics will enable the Internet to be better exploited for teacher and trainer training in the future.

[Contact – Fundacion Formacion y Empleo de CC.OO, C/Longares, 6-E-28022, Madrid, Spain. Fax: + 91 324 00 24]

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In Sweden the Labour Market Training Organisation has developed an Intranet for upgrading vocational education and training and General Teachers and Trainers on ICT, Quality and Environmental issues. The access to the Intranet is supplemented by seminars. The cost of the innovation was high and there were many technical problems to be overcome, but the innovation has been disseminated throughout Sweden and to Denmark and France.

[Contact – Bertil Oskarrson, AMU International, PO Box 1181, S – 11191 Stockholm, Sweden. Fax: + 45 8 411 0093; e-mail: boskars2@amu.se]

These two examples again illustrate the potential of ICT in vocational teacher and trainer training in countries where it can be afforded. They also recognise the considerable technical difficulties usually encountered at the early stages of the innovation and also the need for 'hands on training'. The flexibility of the medium which can be used to update rapidly the ever-changing information about the labour market and training courses, making it particularly appealing to vocational teacher and trainer training institutions.

2.6. Romania – A 'sandwich model' of teacher and trainer training with integrated workplace learning

Within the Phare programme that developed training standards and curricula for vocational education and training students, vocational education and training teachers were sent to Ireland for training. The foreign study visit was supplemented by further training with other colleagues on returning Romania. The dual purpose of the training was first, to change the image of the vocational education and training teacher from 'preacher' to 'helper and facilitator' and second, to develop the skills of the teachers and authors of curriculum modules. Apart from the technical and scientific content of the training, close attention was paid to the social and individual needs of the participants. A strong emphasis was placed on self-development and on practical projects carried out in the schools between intensive off-site training sessions thereby helping to integrate the pedagogical training into the culture of the schools. After the implementation of the school-based projects, the final off-site workshops were used to evaluate their strengths and weaknesses. The participant vocational education and training teachers supported one another through networks and e-mail contacts. The teachers were involved in revising the curriculum modules they were implementing, thereby increasing their sense of ownership of the innovation. There were some difficulties with school managers and inspectors who failed to understand the 'new paradigm' described as a shift from formal pedagogy (the 'preacher') to empowering andragogy (the 'facilitator'). Also some of the teachers themselves had difficulty breaking out of their 'old mentality'.

[Contact – Madlen Serban, Director vocational education and training Reform Centre, Ministry of National Education, Bucharest, Romania. E-mail: madlen@phare-vet.kappa.ro]

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The concept of the teacher and trainer as a 'facilitator' is not familiar in many countries. In some, like Romania, the language e.g. 'formator' evokes unhelpful associations with the former system. This innovation paid close attention to the 'heart' as well and the 'head and hand' of the trainees and emphasised their sense of ownership of the new approaches. Positive attitudes as well as clear understanding, practical experience and continuing support and challenge are needed if basic changes in human behaviour are to be implemented. The leaders took care to integrate the beneficiaries of the study visits with those teachers who did not receive foreign training, thereby overcoming a commonly encountered problem in Phare projects. The alternation of formal off-site training, on-the-job project implementation followed by more off-site training and review (***the 'sandwich model' of professional learning***) greatly improves the impact of training and is, of course, an example of ***integrated workplace learning***, an important trend in vocational education and training.

3. PROBLEMS AND PRIORITIES FOR VOCATIONAL TEACHER AND TRAINER TRAINING INNOVATION

The vocational teacher and trainer training innovations outlined in the previous section point to a number of principles that will be explored below. The small size of the sample allows only a partial insight into the range of problems and priorities requiring innovation in the vocational teacher and trainer training system and institutions. Members of Subgroup D at the Bucharest meeting provided a fuller list. The problems and priorities have been grouped according to different levels in the system, although there is obvious overlap between these levels. The congruence between the cases in the previous section and some of the suggestions in the figure below is also evident.

Figure 3: Summary of Subgroup D perceptions of vocational teacher and trainer training problems and priorities

LEVELS	PROBLEMS	PRIORITIES
System	• Lack of coherent national policies for teacher and trainer training in general and vocational teacher and trainer training in particular • Autonomy of higher education institutions is a barrier to coherence • Heavy dependence on EU projects • Difficulties of sustaining and disseminating the benefits of projects • Striking a balance between centrally planned and market-driven CPD • Unclear definition of the role and career of vocational education and training teachers • Discontinuity between teacher training and curriculum development	• Encouraging similar status, pay and conditions of service for vocational education and training and General trainers of teachers and trainers • Making salaries for trainers of teachers and trainers equivalent to similarly qualified employees in enterprises • Encouraging an entrepreneurial approach in teacher and trainer training • Development of standards for trainers of teachers and trainers, based on core competencies including skills of teaching adults

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LEVELS	PROBLEMS	PRIORITIES
	• High initial costs for development of ODL modules • Discontinuity between teacher and trainer training and labour market needs • Delay in identifying national occupational standards	• Linking the upgrading of vocational education and training teachers and trainers to salary increases • Involvement of social partners in curriculum and assessment of teacher and trainer training
Regional	• Unclear policies on the regional dimension of teacher and trainer training • Inadequate registers of training opportunities at clearly defined levels • Shortage of vocational education and training trainers outside the core created through Phare projects • Lack of specialist regional institutions for vocational education and training CPD • Lack of integration of off-site and school or workplace-based training	• Networks of 'Teachers' Houses', Regional Adult Training Centres to disseminate good practice • Development of 'practitioner-experts' drawn from enterprises and vocational education and training schools to become trainers of teachers and trainers
Local	• Lack of procedures for guaranteeing standards in private teacher and trainer training institutions • Inadequate links between training institutions and companies	• Encouraging enterprises to support and become involved with teacher and trainer training • Forming partnerships between teacher and trainer training institutions and enterprises
Institutional	• Balancing the general, specific and practical curriculum content of vocational teacher and trainer training programmes and preparing the trainers of teachers and trainers to facilitate its delivery • 'Old-fashioned' management of vocational teacher and trainer training institutions out-of-step with modern approaches in the private and public sectors • Lack of appropriate pedagogic training for vocational education and training teachers • Need to upgrade trainers of the unemployed • 'Tissue rejection' of innovations by the institutions into which they are introduced	• More effective funding and systematic monitoring of teacher and trainer training institutions • Make the goal of teacher and trainer training the future employability of vocational education and training students and trainees who are the end-users of the vocational education and training system • Management development for the leaders of these institutions • Continuing in-house or distance learning professional development for teachers and trainers and trainers of teachers and trainers

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LEVELS	PROBLEMS	PRIORITIES
Team	• Equipping teacher and trainer training departments with appropriate modern technological equipment and helping staff to use such technology in their teaching and training • Age profile of trainers of teachers and trainers skewed towards the over 40s resulting in 'old mentality' resistant to change	• Support for organisational development of teacher and trainer training institutions with the development of team approaches similar to best practice in other sectors
Individual	• teacher and trainer training is not an attractive profession due to low salary, status, lack of a career ladder and better rewards for working in the commercial sector • 'Brain drain' to other professions and problems of recruitment • Insufficient experience of some trainers of teachers and trainers and teachers and trainers with world of enterprise • Teacher trainers do not always have credibility in the vocational education and training schools for which they are training vocational education and training teachers • Excessive demands of multiple roles for the multiplicators (teacher, trainers, project managers)	• Arrange to update trainers of teachers and trainers and teachers and trainers with knowledge and experience of the current labour market • Develop the role of 'practitioner-expert by using practising teachers as trainers of other teachers • Align qualifications and teacher and trainer profiles with the changing needs of the professions

From the discussions of problems and priorities, the Bucharest meeting synthesised the following principles and key areas for innovation in vocational teacher and trainer training:

1. A long-term need is a ***coherent policy on vocational teacher and trainer training*** at national level, co-ordinated at ***regional, local and institutional*** levels to eliminate overlap and conflict of functions. This would subsume and facilitate many of the subsequent areas of innovation. In particular it would need to ***end state monopoly in teacher and trainer training*** by addressing the balance between state-provided and accredited private teacher and trainer training, between accountability to the funding agency and the operation of market choice. ***Support for national level strategic planning*** of teacher and trainer training would be desirable.

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2. ***Continuing investment and technical assistance*** by EU and other external sources in vocational teacher and trainer training projects and support for their ***sustainability and dissemination*** by selecting the best local participants, especially for study visits. The use of ***pilot projects*** to develop materials, modules, multiplicators ('practitioner-experts') as a basis for dissemination through regions, networks and school-based teacher and trainer training was seen as a promising innovation strategy.

3. The need for ***caution in adopting innovations uncritically*** from other countries as 'direct transplants' without adapting them to local realities and culture. Systematic ***evaluation*** of the effectiveness, impact and sustainability of vocational teacher and trainer training projects is needed.

4. Developing ***national teacher and trainer training networks*** and maximising the use of networks such as the ***CEDEFOP teacher and trainer net*** of training institutions or the ***Phare distance learning network*** or for disseminating principles and practices of effective teacher and trainer training. Supplementing open and distance learning with face-to-face interaction was seen as desirable.

5. Greater ***involvement of social partners*** in advising on teacher and trainer training policy, curriculum, assessment and giving access of trainers of teachers and trainers to the world of work and ensuring ***constant interaction between teacher and trainer training and the labour market***

6. Development of the ***professional role of vocational education and training teachers and trainers*** by means of occupational standards, qualifications for upgrading, incentives for upgrading, in-house training, development of ***professional associations, networks and partnerships***.

7. Improvement of ***recruitment and retention*** of competent vocational education and training teachers and trainers by providing adequate salaries and attractive conditions of service. This could be facilitated by the development of an ***occupational profile and standards*** for the role of vocational education and training trainer and teacher to ***align qualifications with the needs of the labour market***.

8. Rationalising ***credit systems and qualifications for vocational education and training teachers and trainers*** to provide a ***career structure*** and ***incentives***.

9. Developing the ***management capabilities*** of the teacher and trainer training institutions in order to create a capacity for in-house development of the of both vocational education and training teachers and trainers and their trainers and to model modern practice in the best enterprises

10. Bringing up-to-date the ***curriculum, methods and technology*** of teacher and trainer training in line with developments in the vocational education and training curriculum and methods in the schools and in the world of work e.g. core skills, modules, ICT, open and distance learning, integrated workplace learning, etc.

4. AREAS OF INNOVATION IDENTIFIED

Figure 4 summarises areas within which the innovations identified in the survey and Subgoup D working groups can be located. The summary highlights the diversity and range of potential innovations related to vocational teacher and trainer training.

Figure 4: Areas for Innovation in vocational teacher and trainer training

1. **Legislation/Governance**	Creating and enabling framework for vocational teacher and trainer training
2. **Restructuring of the System**	Differentiation between and within vocational teacher and trainer training institutions; Development Plans for National Networks; Establishing National and Regional vocational teacher and trainer training Centres; Creating Consortia of vocational education and training schools for CPD; Creation of 'Teachers' Houses' to network good practice; Development of qualifications for teachers and trainers
3. **Finance**	Creative use of foreign grants and experts; Transition to sustainable internal funding, combining State, Organisational and Individual funding for CPD
4. **Accountability and Involvement of Social Partners**	Development and involvement of Inspectorates; Training programmes for Social Partners; Involvement of Social Partners in assessment of teachers and trainers
5. **Leadership and institutional development**	Management training to create conditions for innovation in teacher and trainer training institutions; School partnerships and Consortia; Creating Teams of Teachers; Involving Social Partners
6. **Development of Teacher and Trainer Trainers**	CPD for trainers of teachers and trainers and TTs to improve skills of curriculum design, active teaching and adult training, administration and class management; Vocational Guidance and Counselling; institutionally based self-guided open and distance learning
7. **Curriculum and methods**	National standards framework (occupational and vocational education and training teacher standards), modular programmes, local content, co-ordination of general and professional courses; continuity between initial and in-service TT
8. **Assessment, credits and qualifications**	teacher and trainer training competency-based assessment; credit accumulating, modular schemes for teacher and trainer training qualification (foundation, certificate, diploma, degree)
9. **Technology**	High technology equipment for Regional Centres; Use of computer assisted learning and telematics to train and update instructors

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A key policy issue for planners and for European Training Foundation is ***where best to concentrate scarce development resources*** for innovation in vocational teacher and trainer training. As Figure 4 suggests, there are many potential areas for promoting innovation and each country's unique situation will guide strategic choices. In the more developed situations the decentralisation of scope for innovation may lead to a concentration on institutional initiatives within broad national guidelines as outlined in the Swedish case. In the less developed systems, there will be a greater emphasis on creating the national frameworks and on externally supported innovations. Further externally funded pilot experiments in teacher and trainer training will still be needed to bring teacher and trainer training in line with the more progressive approaches to vocational education and training already promoted by Phare and other projects in curriculum development, methodology, involvement of social partners, integrated workplace learning, and so on. In the Tacis countries, where vocational education and training reform is only gaining momentum, the opportunity remains to give teacher and trainer training the priority it requires at the early stages of broader vocational education and training reform.

The working groups in Bucharest identified five main areas for innovation in vocational teacher and trainer training:

- The ***policies*** relating to teacher and trainer training
- The ***organisation and management*** of teacher and trainer training institutions and networks
- The ***personnel*** who advise on, design and deliver teacher and trainer training
- The ***curriculum, assessment and qualifications*** for vocational education and training teachers and trainers
- The teaching and learning ***methods and technologies*** used to train them

They are all inter-related and subsume the problems, priorities and areas identified above. The reason why innovation is complex is that strategies have to be developed in which all five aspects of improving vocational teacher and trainer training have to be worked on in a coherent and co-ordinated way and for a considerable time.

5. STRATEGIES FOR VOCATIONAL TEACHER AND TRAINER TRAINING INNOVATION

Effective planning of innovation involves dealing with many variables. Figure 5 brings together some of the variables with which to describe, analyse and plan specific innovations. Perhaps the key variables relating to the success of innovation are those inherent in the unique social setting into which the innovations are introduced. It is not possible to represent these in Figure 5, but they are signalled in the checklist at the end of the report.

Figure 5: Framework for analysing innovative practice

Level at which the innovation is implemented	Funding and timetable • *External/ Internal* • *Short/long-term* • *Sustainable?*	Change leaders(s) and strategy • *Top-down – 'force'* • *Diffusion- 'persuade'* • *Bottom-up – 'empower'*	The innovation • *Policies* • *Plans* • *Materials* • *Knowledge* • *Skills* • *Values*	Target group and dissemination • *Pilot* • *Large scale*	Effects (+/-) • *Achievements* • *Unintended consequences* • *Barriers*
System • *National* • *Regional* • *Local*					
Institutional • *Whole* • *Team*					
Individual • *Teacher and trainer training* • *Teacher and trainer*					

5.1. Levels and Time-scale

Thirty years of research (Fullan, 1991, McDaniel, 1998) into educational innovation have illustrated its complexity and the considerable difficulties in achieving successful implementation. Whether the innovation is at system, institutional or individual levels, the challenge of modifying the behaviours, skills and beliefs of the key actors is often greatly underestimated. Part of the complexity arises from the need for co-ordinated change at all three levels. Of course, there can be no institutional or system level change without individuals changing. Also frequently underestimated are the amount of necessary support and time required for the innovation to move from ***initiation*** (getting started) through ***implementation*** (getting things to happen) to ***institutionalisation*** (making the innovation a normal and accepted way of doing things). The most common vehicle for vocational teacher and trainer training innovation reported in the survey was the creation of projects with foreign financial and technical assistance. The prevalence of the pilot experiment followed by dissemination of materials by newly trained 'multiplicators' suggests that well designed projects and sustained effort beyond the pilot phased are needed if innovations are to be institutionalised. vocational teacher and trainer training is often a sub-component within larger projects that target on several levels of the vocational education and training system. National agencies feature strongly in our examples. This offers the possibility of the innovations being sustained. However, the duration of many externally funded projects is often short-term, leading to a lack of support to sustain the changes beyond the implementation stage.

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5.2. Leaders and strategies

Three broad strategies can be adopted as illustrated in Figure 6. All were present to varying degrees in the examples in section 2.

Figure 6: Three strategies of innovation

Top-down 'Cascading'		Networking 'Diffusing'	Bottom-up 'Self-developing'	
National reform	Project	Between teacher and trainer training institutions	Within teacher and trainer training institution	Individual teacher and trainer training
From system to institutions		International – National – Regional - Local	By individuals and institutions	

The innovations outlined in this report are primarily top-down, relying on the stimulus of external funding for specific projects. Some of the projects encouraged the development and use of networks and had a school-based component, but only the Swedish example was initiated in a single institution. One common requirement for the success of any strategy in any area of innovation is the commitment of the key actors. In the case of vocational teacher and trainer training this means the managers, the trainers of teachers and trainers and the teachers and trainers themselves. Commitment of the actors comes from three main sources:

- ***Forcing*** – required by legislation or regulations; accountability to bosses or inspectors. Most appropriate where people are resistant to change.
- ***Convincing*** – being persuaded that the innovation and associated rewards and incentives would bring desirable benefits at not too great a cost. Most appropriate where people are uncertain but open-minded.
- ***Empowering*** – feeling by the implementers that they own the innovation and that it meets their needs and fits their values. Most appropriate where people are positive and enthusiastic about innovation.

Some of the examples in section 2 such as the Romanian Phare project made particular efforts to empower the participants and to give those who had not been trained on study visits a full sense of ownership of the new approaches. In general, projects tend to attract the more committed participants, but there was evidence in the examples of the failure to overcome the resistance of the 'old mentality'. What works for some will not work for others. This is why leaders of innovations can never follow the rulebook. They need fine judgement and a flexible approach to managing innovation, a task that is perhaps more an art than a science.

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5.3. The content of the innovation

Because the changes involved in most innovations include in addition to policies, plans and materials, also people's knowledge, behaviours and beliefs, the strategies used need to focus on more than technical change. Cultural, political and psychological changes are also involved. Changing laws, regulations or directives cannot simply mandate such changes; re-directing policy is simply a first step. People are most likely to make innovations when:

- they see the benefits of changing as outweighing the costs;
- they feel a sense of ownership of the innovation they are trying to implement;
- they are motivated by incentives or inspired by leaders who are good role models;
- they are given sustained and effective training followed by support on-the-job;
- their salaries and conditions of service give them a positive orientation towards making the extra effort and taking the risks that innovation usually require.

This is why top-down and bottom-up approaches often work best in combination and why diffusion across networks of practitioners or institutions is sometimes more effective than centrally managed strategies. In vocational education and training the complexity of implementing innovation is increased by the need to involve social partners and to make innovations that take account of the rapid transformations in labour markets. The time required to reach institutionalisation is often greatly underestimated. It is often more appropriate to think in terms of decades than of years for large-scale, system-wide innovation to take effect. The case study from Ireland involved a decade-long strategy for building a coherent system of trainers' qualifications. Nearly all the innovations in our examples provided sustained and intensive training, sometimes including study visits. Several involved the development of locally appropriate materials for the target groups, sometimes using the participants themselves to modify and adapt the training programme.

5.4. The setting

Perhaps the biggest challenge to vocational teacher and trainer training innovation particularly in the partner countries, is the need to create positive conditions and a professional level of reward that are the pre-conditions for effective innovation whether cascading, sharing or self-development strategies are used. In conditions of less developed teacher and trainer professionalism, still widespread in the partner countries, the force and persuasion strategies are more commonly found. Externally funded projects generally favour the persuasion approach and work better with volunteers than with conscripts. The drawback of force and persuasion is that they are less long-term motivators than innovation that is based on a sense of ownership. When the force is not sustained through lack of enforcement, or when the incentives stop at the end of a project, then the innovation can lose its momentum. Nevertheless, a combination of strategies is normally needed in which pressure and support are used together to encourage innovation, even where the general setting is not so favourable.

5.5. Evaluation of innovation

The evaluations of the innovations described in this report varied in intensity. The fact that they were identified as innovative practice is in itself an evaluation. However, it is important that good quality feedback about vocational teacher and trainer training innovations be obtained, including their achievements and impact, unintended consequences and the barriers to innovations that differ between the different settings into which innovation is introduced. The respondents in this survey were not slow to point out the difficulties encountered in the cases they offered. It is by focusing on the failures as well as the successes that our grasp of innovation strategy is advanced. And by sharing this knowledge the complex challenge of moving vocational teacher and trainer training forward will be advanced. To this end, a synthesis of strategies derived from the examples in the survey is provided in Annex 4.

6. CONCLUSIONS AND RECOMMENDATIONS

The range and complexity of innovation in vocational teacher and trainer training has been demonstrated in the previous sections. Many conclusions and recommendations can be drawn from the examples and from the perceptions of the Subgoup D members, along with principles and areas of innovation outlined above. Given the huge variation of settings (systems, regions, and institutions) between and within the EU and Partner Countries, general prescriptions are problematic. The readiness and capacity of innovators and institutions in each unique setting (see section 7) will mediate what is feasible. Each example presented above demonstrates some aspects of successful innovation in vocational teacher and trainer training and provides some pointers. From the detail we now distil some further pointers for the consideration by European Training Foundation and others with interest in innovation in vocational teacher and trainer training in member and partner countries. Inevitably, upgrading teacher and trainer training will remain piecemeal for some years. The examples in this report and the principles derived from them offer some signposts to the policy makers and innovators. They will need to choose the approaches suited to their own unique national contexts.

6.1. Relating to European Training Foundation

External assistance for vocational teacher and trainer training

The pivotal role of teacher and trainer training in vocational education and training reform is increasingly recognised as part of a holistic approach to vocational education and training reform. Curriculum change in vocational education and training systems must be accompanied by intensive and sustained teacher development both initial and CPD. Continuing financial and technical investment and external stimulus will be required in many countries if innovation in vocational teacher and trainer training is to flourish. Phare and particularly Tacis countries at present lack the capacity to initiate widespread innovation in teacher and trainer training. Vocational teacher and trainer

training deserves a prominent place in European Training Foundation's Work Plan 2000. Investment in modernising vocational teacher and trainer training institutions and programmes, particularly in partner countries, will add great value due to the multiplier effect of an expanded critical mass of teachers and trainers and their trainers. This implies an increase or a shift of financial and technical assistance in the direction of teacher and trainer training. A trans-national project "Reshaping the focus and structure of teacher and trainer training in Latvia and Lithuania" supported by European Training Foundation, Finland and Denmark is currently underway (See Annex 5 for Terms of Reference). Its progress and results will be instructive and should be made available.

Integrated projects targeted on teacher and trainer training policies, institutions, programmes and personnel

The evidence in this report suggests that an integrated approach to innovation in vocational teacher and trainer training is desirable that takes account of the need for a range of strategies: top-down 'cascades'; diffusion through networks and self-development. There is merit in projects to develop multiplicators ('practitioner-experts') and training materials, modules, as a basis for dissemination through regions, networks, centres of excellence and school-based teacher and trainer training.

The multiplier effect of investment in developing trainers of teachers and trainers has been demonstrated in a number of cases, along with the development of good quality teacher and trainer training learning materials with a strong local input to adapt them to the local realities. New curricula and standards for teacher and trainer training based on the 'new paradigm' of vocational education and training must be accompanied by organisational and management development of the teacher and trainer training institutions, including the recognition of the responsibilities of teacher and trainer training towards the socially excluded. The meta-trainers, especially those in international projects, must be role models for the teachers and trainers in implementing the universally desired 'new paradigm'. However, there is a need for caution in adopting innovations uncritically from other countries as 'direct transplants' without adapting them to local realities and culture. Sustainability and dissemination are best ensured by selecting the best local participants, especially for study visits, who will give a 'return on investment'. Giving projects an institutional base is also a key to the continuation of the innovation. National Agencies in partnership with the training institutions can often fulfil this role. The three-year project (Annex 5) mentioned in the previous section should provide a model of an integrated approach.

Criteria for supporting vocational teacher and trainer training innovation

There are many countries requiring support for vocational teacher and trainer training and many possible points of intervention. As this report suggests, the readiness of the setting for innovation is a key variable in effective implementation. To some extent, a culture of development, adequately motivated personnel and a freedom to experiment are pre-conditions for innovations to grow. Such conditions are not always easy to find. Progress achieved in involving social partners, formulating vocational education and training standards, curriculum reform and institutional restructuring are other

criteria that need to be taken into account in identifying countries and target groups for innovation. The readiness of Phare countries is probably greater than in Tacis, but teacher and trainer training development needs are great in the latter region. Support for in-country strategic planning of teacher and trainer training may be one point of leverage. Investment in CPD will probably bring quicker returns than the undoubted long-term benefits of upgrading initial teacher and trainer training.

National Observatories' research and publication on vocational teacher and trainer training

We still need to find out many things about vocational teacher and trainer training although the National Observatory reports have made a very comprehensive start in the Phare region. A similar exercise for the TACIS and MEDA countries would provide a comprehensive starting point for future teacher and trainer training reform in those regions. Systematic evaluation of the effectiveness, impact and sustainability of vocational teacher and trainer training projects is needed and results of such evaluations should be made widely available.

International networks

The CEDEFOP TTnet in the member states provides a suitable model for connecting national networks of vocational education and training TT institutes that could be extended further. The Phare distance learning network could be exploited for teacher and trainer training and there exist many inter-institutional links created in Phare projects that might be nourished further.

6.2. Relating to individual countries

Coherence and co-ordination of policies

Coherent vocational teacher and trainer training policies at national level, co-ordinated at regional, local and institutional levels to eliminate overlap and conflict of functions are needed. Such policies might address the balance between priority given to regional and local innovations, between state-provided and accredited private vocational teacher and trainer training, between accountability to the funding agency and the operation of market choice, between initial and CPD and between different strategies for innovation documented in this report. However, coherence in teacher and trainer training is not easily achieved even in the more developed systems of the EU. Innovations involve people learning to change materials, behaviours and values. To be effective, many variables have to be co-ordinated at several levels (see Figure 5). There are examples in this report of effective co-ordination between infrastructure building, curriculum development and teacher/trainer training spanning the national, regional and institutional levels.

The content and congruence of vocational teacher and trainer training innovation

Most of the innovations sampled in the report targeted on either teacher or trainer training and related curriculum and materials development. Bringing the curriculum, methods and technology of teacher and trainer training in line with developments in the vocational education and training curriculum and methods in the schools and in the world of work is highly desirable. There is a widespread acceptance that learner-centred, project-based, active teaching and instructional strategies should be adopted and flexibility of programmes based on modules and on ODL (open and distance learning) and ICT (information and communications technology) should be promoted. The integration of formal and work-placed based learning for trainers and teachers mirrors the emerging trend of shifting professional learning increasingly into the place of work for vocational education and training trainees. Self-development on-the-job needs to become a major trend for teachers and trainers as well as for vocational education and training students. The congruence between how teachers and trainers learn as professionals and how their students learn is not only desirable, but essential.

Conditions of service and professionalisation

The goal of making vocational teacher and trainer training professionally attractive and rewarding is almost a prior condition if widespread innovation is to be achieved. A number of our examples have proceeded in the absence of such conditions, but usually with additional external funding. The professional role of vocational education and training teachers and trainers can be further enhanced by means of occupational standards, rationalising qualifications, providing occupational profiles and a career structure, incentives for upgrading, in-house training and the creation and expansion of professional associations, networks, consortia and partnerships.

Networking and diffusing expertise

Networking and the building of a critical mass of innovators and practitioner-experts to act as disseminators of innovative training programmes and methods is a strong message emerging from the examples in this report. Investing in the facilitators of change is a major point of leverage as is the creation of national professional networks, 'centres of excellence' and consortia.

Institutional leadership

Many innovations do not succeed because the institutions into which they introduced are unable to adapt structures, cultures and processes to institutionalise them (the so-called 'tissue rejection' phenomenon). Some of the innovations in our examples paid attention to the careful selection of institutions that were ready for innovation and also to the development of management in the institutions where training innovations were being introduced. Organisational and management development of the teacher and trainer training institutions is another pre-requisite for teacher and trainer training innovation. It is required in order to create a capacity for team working and in-house development of both vocational education and training teachers and trainers and their trainees and to model modern practice in the best enterprises. Where institutional

leaders offer active support, the innovations are much more likely to be institutionalised. The development of management structures and personnel in teacher and trainer training and other vocational education and training institutions is a key element in a holistic approach to vocational teacher and trainer training innovation.

Individuals

Ultimately, all innovation in teacher and trainer training will depend on the skills, and commitment of individual teacher and trainer trainers, the managers of their institutions and the teachers and trainers they train. Innovation is not only about policy changes and material investment it is about the way people think, believe and act, about heads, hearts and hands. Recruiting and retaining competent staff will be a prime focus for innovation in teacher and trainer training institutions and they will be assisted in this by the decisions of national policy makers about salaries, conditions of service and the scope for action given in decentralising responsibilities to teacher and trainer training institutions. Serious consideration should be given to rationalising the qualifications of vocational education and training teachers and trainers to encourage the alignment of teacher and trainer profiles with the needs of the professions in the changing labour market. vocational teacher and trainer training requires individuals who are at home in two arenas: the arena of education and training and also the world of work. Their clients are not only the trainees, but also the social partners in the transforming public and private sectors of the labour market. Professional change is never easy. It involves much new learning and risk taking. It is as much to do with individual perceptions and motivations as with policy and strategy. The checklist that follows accentuates the importance that vocational teacher and trainer training innovators must give to the meaning of change for the individual actors involved.

7. CHECKLIST FOR INNOVATORS IN VOCATIONAL TEACHER AND TRAINER TRAINING

vocational teacher and trainer training innovation must be embedded in the unique setting into which it is introduced. People can only start from where they are at when they undertake the journey towards new knowledge, behaviours and beliefs. Innovation needs innovators who can develop strategies that unite the innovation with its social setting. The examples of innovative practice in this report all depended on skilful leadership and on motivated participants to move forward from initiation to implementation and long term sustainability. We conclude by offering a checklist of questions for innovators in vocational teacher and trainer training innovations, strategies and settings. It is a daunting but realistic reminder of the complexity of the challenge wherever it may be faced.

A. The innovation

1. Is it centrally relevant?
   a. to whom?
   b. for what purpose?
2. Will it bring major benefits?
   a. to trainers of teachers and trainers?
   b. to teachers and trainers?
   c. to trainees?
   d. to other stakeholders?
3. Will the changes be substantial and extensive in terms of:
   a. teacher or trainer skills and style?
   b. learner behaviour/learning style?
   c. the rest of the staff/institution?
4. Is it clear and flexible?
   a. can the staff understand what they have to do?
   b. can it be broken down or are all parts essential and inter-dependent?
   c. how adaptable is it?
5. Are its underlying values congruent with those of the main people concerned: e.g.
   a. the trainers of teachers and trainers?
   b. the teachers and trainers?
   c. social partners?
   d. administrators and managers?
6. Is it feasible and sustainable?
   a. what additional resources will it require?
   b. will it alienate staff (e.g. by threatening status or beliefs)?
   c. will it require too much extra time?

B. The implementation strategy

1. Will the planning be 'adaptive' and continuing?
   a. participation and 'ownership' by whom?
   b. opportunity to adapt the goals and content of the innovation?
   c. feedback on progress?
2. Will staff training be relevant and continuing?
   a. specific and practical?
   b. provided by practitioner-experts?
   c. on-the-job as well as off-site?

3. Will there be opportunities to develop local materials?
   a. to learn by doing?
   b. to develop a sense of 'ownership'?
4. Will a 'critical mass' be developed?
   a. a team of involved participants?
   b. thorough discussion/information for non-participants?

C. The setting

1. Is the change leader viewed favourably?
   a. status/authority?
   b. 'leadership' style?
   c. 'track record' on innovation?
2. Is the 'organisation' receptive?
   a. high staff morale?
   b. active support/commitment of management?
   c. general support of external administrators?
   d. readiness of key actors to expend extra effort?
3. Is the 'organisation' adaptive?
   a. ready to change beliefs and culture?
   b. ready to change priorities?
   c. ready to change structure (e.g. create work teams)?

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ANNEX 1:
THE SURVEY QUESTIONNAIRE

Advisory Forum Subgoup D:
Survey of Innovative Practice in teacher and trainer training

Country ..... *Author's name* .....

Address .....

Phone ..... Fax ..... e-mail .....

Title of the Innovative Practice .....

Please use the main headings and questions as sub-headings in your response. The return should be submitted by 15.2.99 by fax and, if possible, as an e-mail attachment (Word 6.0 or 7.0). The Framework at the end of the questionnaire need not be completed: it is to indicate how the data will be analysed. Of course, the innovation you describe may not apply to all levels in the grid. *[The grid was a version of Figure 5 in this report]*

1. **The problem(s) that the innovation is seeking to overcome –**
   a. Statement of the problem
   b. The reasons for starting the innovation

2. **Description of the innovative practice in vocational teacher and trainer training-**
   a. Who initiated the innovation and led its implementation? (The Change Leaders)
   b. For whom was the innovation intended? (The Target Group)
   c. What policies, materials, behaviours, attitudes exactly were changed? (The Innovation)
   d. What additional resources were required from what sources? (Funding)
   e. At what level or locations did the changes occur? (Locations)
   f. Over what period of time was the innovation introduced and implemented? (Timeframe)

3. **Any evidence or conclusions about the costs and benefits resulting from its implementation**
   a. Difficulties encountered
   b. Benefits resulting from the innovation so far

4. **Your judgement about the sustainability and readiness for dissemination of the innovative practice you have described**

   a. Is the innovative practice suitable for introducing system-wide?

   b. Why or why not?

   c. What would be needed for such dissemination?

ANNEX 2:
LIST OF INNOVATIONS SUBMITTED BY RESPONDENTS

Country, Institution and Author (where identified)	Titles of teacher and trainer training Innovations identified
EU countries	
1. Belgium, VDAB International Relations, Stephan Baeyens	Development and Implementation of vocational education and training for Employees
2. Ireland, FAS - Training and Employment Authority, Brendan Harpur	Degree in Training and Education through the medium of Open Learning
3. Spain, Fundacion Formacion y Empleo de CC.OO	PROMETEO: Distance Learning for Careers Advisors
4. Sweden, Dept. for Vocational Teacher Education, Stockholm Institute of Education, Gunilla Hojlund	New model of school-based Upper Secondary School vocational education and training initial Teacher Training
Phare countries	
5. Bulgaria, Phare Social Dialogue Programme, Julia Simeonova	Capacity Building of CITUB Grassroots TU Organisations
6. Hungary, Tamas Kopeczi Bocz	Establishment of School-based Enterprise Network for Practical Training
7. Latvia, Ministry of Welfare Labour Department, Ieva Jaunzeme	Course for Training Unemployed Teachers as English Teachers
8. Romania, MoNE, Centre for the Development of vocational education and training, MoNE staff and Gabriela Platon	Programme Upgrading, Institutional Development (National Service for Continuous Teacher Training Centre and vocational education and training Centres) and Personnel Development and Methodologies (Phare vocational education and training)
9. Slovenia, CPI, Davorin Majkus	Pedagogical Education and Training for Teachers in Higher Non-university Vocational Schools
Tacis countries	
10. Belarus, Republican Institute of Vocational Education, Arkady Shklyar	Creation of the System of Teaching Staff Training (Teachers and Vocational Trainers) for vocational education and training

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ANNEX 3:
CLASSIFICATION OF SELECTED INNOVATIONS IDENTIFIED IN THE SURVEY

A. Vocational education and training teachers and lecturers

COUNTRY (PHASE) LEVEL	INNOVATION	TARGET	STRATEGY	FINANCING	
				Internal	External
Sweden (Pre-service) Institutional	School-based training of vocational education and training and general education teachers together	Teacher trainers and vocational education and training teacher trainees	Partnership between university teacher training department and upper secondary schools	X	
Hungary (CPD) Regional	School-based network for practical training with high-tech. equipment, developing a curriculum and training 'multiplicators'	Secondary vocational school teachers of mechanical engineering and electronics	Creating a 'centre of excellence' in 5 regions as hubs of a network for CPD and training 'multiplicators'	X	Swiss bi-lateral funding
Romania (CPD) National	Developing a core of trainers co-ordinated by the National Centre, to disseminate courses for vocational education and training teachers produced within the Phare vocational education and training reform	Trainers of vocational education and training teachers and managers	Development of curriculum and training of teachers in vocational education and training pilot schools; study visits; cascading from pilot to other schools by network of trainers	X	Phare IBRD
Slovenia (CPD) National/ Institutional	A modular, competency-based, credit earning certificate course	Part-time teachers in higher non-university vocational schools	Collaboration between University and National Centre; pilot with 16 trainees; extension		Phare

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B. *Vocational education and training trainers*

COUNTRY (PHASE) LEVEL	INNOVATION	TARGET	STRATEGY	FINANCING	
				Internal	External
Belgium (CPD) National	Training materials and workshops	Trainers of employees in enterprises and the unemployed	Managers of the enterprises persuaded of the need for the trainers' programme	X	ADAPT
Ireland (CPD) National	Four level of qualifications Open Learning programme in Training and Education for vocational education and training Trainers	Vocational instructors of the national vocational education and training agency (FAS)	Collaboration between FAS and two Universities	X	EU Operational Fund, Euroform, ADAPT
Spain (CPD) National	Professional updating using telematics and distance education	Vocational Guidance Officers	Needs analysis; tele-tutoring; development of 13 courses	X	FOREM Foundation
Bulgaria (CPD) National	Training materials and trainer development to deliver 1 day courses	Trainers of Trade Union personnel	3 Seminars, 2 study visits and follow-up activities at sector/branch levels		Phare Social Dialogue Programme
Romania (CPD) National	Training trainers to develop and implement a modular curriculum for adult training	24 trainers of the unemployed	Study visits to Denmark; Pilot in 3 subject areas; extension to 20 subject areas based in National Agency Training Centres		Danish Ministry of Labour bi-lateral funding

The responses from Latvia and Belarus were insufficiently detailed to be included.

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ANNEX 4:
A SYNTHESIS OF STRATEGIES USED IN THE INNOVATIONS

Bi-lateral and Phare funded projects with expert consultancy and study visits - most of the teacher and trainer training innovations identified in the partner countries in particular have been stimulated and funded by involvement in projects externally funded in whole or in part. The design of such projects along with the readiness of the host country to implement them, is therefore crucial in determining the quality of the innovation. (Romania)

Cascade strategy – development of national standards; design of teacher and trainer training modules, credit systems and qualifications, training the trainers of teachers and trainers; deploying new trainers in regions and institutions (Hungary, Romania)

Investment in trainers as multiplicators (Phare projects); developing a ***'critical mass'*** of trainers and project leaders who become multiplicators to train their colleagues; importance of deploying this 'critical mass' effectively

Open and Distance Learning (Ireland, Spain, Sweden) low-cost (less than half that of conventional face-to-face courses) and potentially high-impact approach to upgrading the skills of large number of instructors. Based on ***self-learning*** where instructors practice what they preach for their trainees.

Institutional Partnerships - Universities and National Training and Employment Authority (Ireland) + Instructors' TU; University and National vocational education and training Centre (Slovenia); International School Partnerships (Several Phare projects); Consortia of schools (Hungary)

Creation of National and Regional Institutional bases from which to lead, disseminate and sustain innovations (Slovenia; Hungary)

Centre of Excellence Schools with high tech. equipment and 'practitioner experts' who are used in training teachers from other schools (Hungary)

'Practitioner Experts' – teachers with practical experience selected to become trainers and innovators (Hungary, Lithuania)

Dissemination – International clients found for the new courses (Ireland, Sweden); National to regions, regions to institutions using the cascade strategy; lateral diffusion between centres of excellence and consortium schools (Hungary); partner schools collaboration

Creating Conditions for the Innovation to grow – Raising the awareness of school and enterprise managers of the need for continuing professional development of teachers and trainers (Belgium); appropriate training for managers in vocational education and training schools and in enterprises (Phare projects)

ANNEX 5:
TERMS OF REFERENCE

"RESHAPING THE FOCUS AND STRUCTURE OF TEACHER AND TRAINER TRAINING IN LATVIA AND LITHUANIA"

1. Background

Developments in employment and work have triggered off, mostly belatedly, efforts in the EU countries to concentrate efforts on the basic change agents in education and training: the teachers and trainers. This concerns contents and methods, as well as institutional aspects such as opening of schools to their environment and reorganisation of teacher training institutions. This is the background for present search for innovation in content, methods and organisation of teacher training.

A fundamental characteristic of teacher training in the associated countries is that schools are treated as isolated institutions without links to the working environment. Learning is reduced to those routine, standard school duties which are dominated by a teaching style characterised by frontal, lecture-oriented instruction. The teacher has almost complete control over the classroom process. This implies quite a high standard of discipline. There is very little discussion about transferring teaching towards more learner-oriented methods. Teachers don't see the need to organise their work in collaboration groups. School management is reluctant to adapt resource planning methods to new teaching methods.

Selection of the countries concerned

Latvia and Lithuania are undergoing a period of intensive and fundamental transformation within their vocational education and training-system. Both governments` policies have stressed the importance of redesigning the training of teachers and trainers as a prerequisite for the implementation of modern curricula. Particular emphasis is being put on facilitating and improving the role of teachers and trainers. The countries are also on their way to opening their schools towards the regional environment, to better the links with both private and public enterprises.

2. Overall aim

The project focuses on associated countries of central and eastern Europe (CEEC). The aim of this trans-national 3-year project is:

- to raise the attractiveness of teacher and trainer training in educational and vocational training
- to reshape the focus and structure of teacher and trainer training according to a modern vocational education and training system

The target countries are Latvia and Lithuania. On the dissemination level, however, the other partner countries are involved via their participation in various dissemination seminars of the project, which will take place every year.

3. Specific objectives

- modernisation of teacher and trainer training methods (initial and in-service training): teacher as facilitator and problem orientation as the key didactic principle to make students the key actors in the learning process; -
- innovation of the work organisation of schools for a flexible in-service training: to change the organisational style in the direction of teamwork and learning organisation;
- environment: to open the schools towards the environment and make them the focal point in a local/regional network of learning.
- create a new strategy for initial and continuous training (university/college/ training centre)
- to establish a teacher and trainer training-network between neighbouring countries of Central and Eastern Europe and to integrate it in the corresponding CEDEFOP network

Main *addressees* are principals/directors, teachers and trainers of schools and vocational training centres, teacher trainers at universities/colleges and managers in companies.

4. Expected outcome

- implementation of an action reflection learning approach in teacher and trainer training
- identification of learning potentials in schools and revised work organisation for in-service training organised by the schools
- establishment of informal personal rapport between teachers and the business managers; creation of structures within which co-operation can develop (round tables, committees task forces); a forum for establishing contacts between school and social partners for working out practical means of co-operation
- set-up of a teacher and trainer training-network connected with the corresponding CEDEFOP network

5. Organisation

The programme is organised as a donor co-operation project involving Denmark, Finland and Sweden. Project Groups, according to an approved work plan and budget will undertake the work. The heads of the project groups form the *Project Management*. They will meet regularly. Guidance and strategic co-ordination will be undertaken by a *Steering Committee* (representatives of governments) which will meet twice a year. There will be regular exchanges of experience between the Project Groups. Partner states will be kept informed about progress and outcome through seminars and other dissemination activities (newsletter and Web page).